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COMPARISON OF THE ACTUAL
AND IDEAL ADMINISTRATIVE
PRIORITIES OF ASSISTANT PRINCIPALS

COMPARISON OF THE ACTUAL
AND IDEAL ADMINISTRATIVE
PRIORITIES OF ASSISTANT PRINCIPALS

A Field Report

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The Graduate School of Education

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Lou Howell

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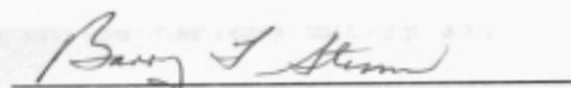
COMPARISON OF THE ACTUAL
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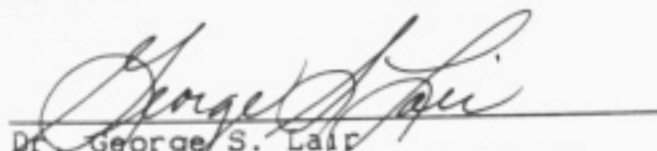

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Dean of the Graduate School of
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COMPARISON OF THE ACTUAL
AND IDEAL ADMINISTRATIVE PRIORITIES
OF ASSISTANT PRINCIPALS

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An abstract of a Field Study by
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The problem. What do assistant principals see as their actual and ideal administrative priorities? What do the teachers see as the actual and ideal administrative priorities of the assistant principals? What relationship is there among the assistant principals' and the teachers' actual and ideal administrative priorities of the assistant principals?

Procedure. Four secondary assistant principals and 50 classroom teachers at Fort Dodge Senior High, Fort Dodge, Iowa, were asked to respond to what degree the secondary assistant principals were actively involved in thirteen administrative priorities and to what degree the assistant principals should be involved in the various duties and responsibilities.

Findings. Six areas were identified by the teachers as needing significant increase in emphasis: instructional development, curriculum development, general supervision, teacher evaluation, community relations and student conduct. While the assistant principals agreed with the teachers in the need to decrease emphasis on special programs and administration, they also wanted to decrease the emphasis on general supervision and student conduct. They did agree with the teachers that the two priorities requiring the greatest increase in emphasis should be instructional development and curriculum development.

Conclusions. The principal must consider the needs and perceptions to best utilize the talents of the assistant principals to result in an effective school. The results of each area of the study could be used as a basis for discussion to develop and implement plans that affect effective schools.

Recommendations. Additional studies in this school and others are necessary to replicate the results of the study. The results of the research in other schools, however, would be contingent on the situation.

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CHAPTER I

Introduction

Today's concern for school effectiveness demands that building administrators spend more time on instructional improvement (Sweeney, 1982; Stefanich, 1984). As a result, the role of the assistant principal has become one of the most dynamic and fast-changing features of today's educational world. The assistant principal came into being in the post-war years of the 1940's to provide additional assistance to the principal in meeting the increasing demands of the job. Shockley and Smith (1981) emphasized that the assistant principal was not to change the structural role in those early years but only to provide more time for the principal to handle the demanding responsibilities of the schools. The result, of course, was that assistant principals were often delegated the tasks undesirable to the principal. There was little change in the next thirty years. Austin and Brown, in a definitive study of the secondary assistant principal in 1970 for the National Association of Secondary School Principals, found that while most assistant principals, who were almost as common as the principals in large secondary schools, wanted to provide positive educational leadership they spent most of their time on discipline and attendance, the same tasks often delegated to them in the 1940's.

Although studies of the assistant principal since 1970 have been limited, it was not until the effective school movement of the 1980's that attempts to define the position with specificity occurred. Kriekard and Norton (1980) attempted to define the role of the assistant principal through competencies; a follow-up study was completed in 1985. The findings of that research emphasized the importance of reviewing present job descriptions for the assistant principals and adjusting the use of the human resources to enable administrators to realize more fully the ideal competency levels required in the position.

Stoner and Voorhies (1981), in a study to determine the role and function of the assistant principal, found that classroom teachers had their most frequent and daily contacts with the person or persons assigned as assistant principals; their questions and concerns were most answered and attended by the assistant principal. This person was felt by many teachers to be of greater value to them on a day-to-day operational level than was the principal. Clements (1980) stressed that the assistant principals' personal experience in teaching, their work with master teachers, and their involvement in faculty workshops could all expand a school's planning and help implement

Statement of the Problem

personalized and varied teaching strategies. The assistant principal often bridges the gap between management and faculty and may well be the most effective educational leader of the '80's.

In all schools, the assistant principals' effectiveness depends on open lines of communication and mutual respect - between the teachers and the assistant principal, between the assistant principals and the principal, and between the school and district administrators. At Fort Dodge Senior High in Fort Dodge, Iowa, five administrators - four assistant principals and one principal - work as a team. Although the principal definitely has the final word, the assistant principals assume a good deal of the school leadership and administration. The purpose of this research was to examine the varied functions of the assistant principals - as the job description depicts them, as the participants experience them, and as teachers perceive them - and to determine if the assistant principals and the teachers they serve have similar thoughts regarding the functions of the assistant high school principal.

Statement of the Problem

The following problems were studied:

1. What do assistant principals see as their actual and ideal administrative priorities?
2. What do the teachers see as the actual and ideal administrative priorities of the assistant principals?
3. What relationship is there among the assistant principals' and the teachers' actual and ideal administrative priorities of the assistant principals?

Research Hypotheses

1. There is a difference between the assistant principals' actual and ideal administrative priorities.
2. There is a difference between the teachers' view of the actual and ideal administrative priorities of the assistant principals.
3. There is a relationship among the assistant principals' and the teachers' actual and ideal administrative priorities of the assistant principals.

Limitations

The study used a population of the four assistant principals of Fort Dodge Senior High during second semester from January 25, 1987, through June 10, 1987. The study used as a random sampling fifty of the one hundred certificated teachers of Fort Dodge Senior High.

The procedure provided a method for defining administrative emphases of the assistant principals in the schools as perceived by the assistant principals and the teachers, based on the district's job description of the assistant principal.

Generalizability was a major consideration. While there are no compelling reasons to assume that studies in other schools would not yield similar results, the schools' job descriptions would alter the format of the questionnaire. There is also the possibility of interactive effects. Schools are dynamic organizations where inputs and processes continuously vary, change, and interact. Teachers and leadership are among the most volatile and interactive school variables. The result is that the output may be contingent on the situation.

CHAPTER 2

Definition of Terms

The following terms are relevant to this proposal:

Administrative priority and Job emphasis: used interchangeably, connote global areas of responsibility, such as community relations, instructional development, school plant management, special programs administration, and student conduct and discipline.

Assistant principal: the subordinate of the principal of a high school; also called the vice principal and associate principal.

CHAPTER 2

Review of the Literature

The secondary school assistant principalship has increased in both numbers and duties in recent times. Studies as early as 1970 (Austin and Brown) concluded that the assistant principal was almost as common as the principal in secondary schools. Although 81 percent of the principals from schools of more than 500 pupils reported that they had an assistant principal, Austin and Brown commented "the position has been a forgotten stepchild so far as administrative study and research are concerned" (p. 1). The authors were of the opinion that most assistant principals wanted to provide positive educational leadership but instead spent most of their time on discipline and attendance.

Kriekard and Norton conducted a study in 1980 centered on the tasks and competencies required in the role of the assistant principalship. The study, based on Austin and Brown's Report of the Assistant Principalship, presented six major task areas: school management, staff personnel, community relations, student activities, curriculum and instruction, and pupil personnel items. Practicing assistant principals in Arizona then listed competencies under each of the task areas. After the competencies were reviewed and rewritten for form consistency, a panel of

assistant principals met to determine the validity, place them in the proper area, extend competencies where needed, and determine indicators of each competency. A validation jury composed of professors of educational administration, superintendents, high school principals, assistant principals, and teachers made suggestions and comments to finalize the product. The competency listing allowed those interested in the assistant principalship to examine actual duties and behavioral techniques to gain a more practical insight. The researchers concluded, however, that follow-up studies were needed to further define the assistant principalship, especially in other geographic regions, and to provide the insight of other validation juries outside the position.

Black, in her study (1980) in Baltimore, Maryland, also sought at that time to identify the similarities and differences in the assistant principals' roles as perceived by regional superintendents, assistant principals, and teachers in the city public schools. The result was a position guide for clarifying the roles of Baltimore's secondary assistant principals. The analysis of the data from questionnaires revealed those perceptions and was based on means, frequency percentages, and variances computed on the IBM 370 computer using the Statistical Package for the Social Sciences. The respondents agreed the assistant

principal should have considerable to total involvement in supervising student behavior in building and on grounds, conferring with parents regarding their students' problems, dealing with individual student discipline problems, arranging and taking part in faculty meetings, attending professional meetings, helping to arrange and organize a school schedule, assisting new teachers in the system, and initiating some flexible scheduling. The respondents, however, differed in their perceptions of the degree of involvement and duties in the areas of personnel, student activities, and professional development. Black felt the differences were related to the fact that administrators of different schools have varied duties and the amount of time for the tasks varied depending on their other duties. In the final analysis, Black recommended the need for time management to eliminate stress and the development of a job description concerning the functions of the secondary assistant principal.

Stoner and Voorhies undertook a similar study of Indiana in 1980 to discover as much as possible about assistant principals and to determine if they, their principals, and the teachers they serve had similar thoughts regarding the position of assistant high school principal. Questionnaires were sent to 106, or one half of the member,

three- and four-year high schools of the North Central Association from an alphabetical listing. Of the 424 questionnaires sent, returns were received from 68 percent of the principals, 99 percent of the assistant principals, and 67 percent of the teachers. When asked to strongly agree, agree, disagree, strongly disagree, or have no opinion to a list of twelve factors important to the person serving as an assistant principal, the principals and assistant principals determined the three most important factors in descending order as having leadershipship qualities, the ability to organize and plan, and skill in working with pupils. The teachers agreed with the first and third but reported the ability to relate to teachers as second most important. All groups agreed that the two least important were having a background in athletics and being young and showing growth potential. Examination of responses to specific statements regarding the assistant principalship showed insignificant differences in either percentages or rank order of agreement when both agreement and strong agreement were combined and when disagreement and strong disagreement were combined. It appears, then, that there must be general agreement among teachers, principals, and assistant principals regarding statements and questions concerning the high school assistant principalship.

In 1986, Look and Manatt suggested a classification scheme for a principal's administrative priorities that could be adapted to that of the assistant principals. Those responsibilities included the following nine areas: sets instructional strategies, supports teachers, coordinates instructional program, provides orderly atmosphere, maintains plant facilities, maintains school-community relations, evaluates pupil progress, and supervises student personnel.

A similar study completed by VanMeter (1986) dealt with the principal's "administrative emphases" or "job priorities," in global areas such as curriculum development and special programs administration. The teachers responding to the actual and ideal priorities of the principal were forced to choose which areas received maximum priority rather than allowed to give all areas top priority. The results of each area were to be used as a basis for discussion singularly or in conjunction with each other to develop and implement plans that affected specific aspects of effective schools. The process allowed for adaptability in priorities listed as well as responders to the form, providing a means to establish priorities within a school and recognizing implications of one area's importance over another to determine areas of new emphasis.

Norton and Kriekard (1987), in an effort to define specifics required for the assistant principalship and to validate their 1980 research, surveyed assistant principals in six states in 1985 to validate the real and ideal competencies. Real competencies were defined as those actually performed by public school assistant principals on the job, and ideal competencies as those that should be performed by public school assistant principals in order for them to act most effectively. The questionnaire was designed through the use of three primary sources: the National Association of Secondary School Principals' Task Inventory (Schmitt et al, 1982); the PEEL Instrument (Performance Evaluation of Educational Leaders) developed at Arizona State University by Demeke (1974); and the competency listing for assistant secondary school principals developed in 1980 by Kriekard and Norton.

A popular index was computed for the competencies listed. With the "agree" and "strongly agree" responses assigned a value of 1.0, and all others 0, the competencies with mean scores between .001 and .500 were rejected while scores between .501 and 1.000 were included on either the ideal or real job description. There were fifty-nine (59) real competencies and ninety-one (91) ideal validated by the 263 assistant principals participating from the states of Arizona, Arkansas, Kansas, Missouri, New Mexico, and

Oklahoma. The findings revealed the importance of reviewing job descriptions for assistant principals to adjust the utilization of those involved to enable a fuller realization of the ideal competency levels required. There were also implications for the formal training and inservice development of assistant principals since the position is the most common entry position of school administrators. The competencies - management of school, leader in staff personnel, community relations, instructional leader, student activities, and pupil personnel - should also be of value as school districts develop an instrument to evaluate the performance of assistant principals.

Smith, in order to reveal the role of the assistant principals in public schools, conducted a research study in 1987 made up of two parts: one to gather demographic information about the participants and a Likert-type instrument that revealed to what degree secondary school assistant principals were actively involved in various duties and responsibilities and to what degree these principals should be involved. All subgroups responding - assistant principals, principals, directors of education and superintendents - indicated that assistant principals should be involved in all aspects of school building administration, including curriculum and instruction, pupil personnel, student activities, teacher personnel,

professional development, and school management. The survey revealed the greatest increase of involvement should be in the area of instructional improvement, with additional and increase in student activities, teacher personnel, professional development, and school management.

The Medicine Hat Research of Kelley (1987) reinforced Austin and Brown's conclusion that while the superintendent and board of education provide the philosophical foundation, the role of the assistant principal is largely defined and shaped by the principal. The duties and responsibilities included student programming, discipline, attendance, alternate education programs, cocurricular programs, building supervision and maintenance. Unanimous distaste for the responsibility of discipline was shared by the assistant principals surveyed. Unlike the opinions commonly expressed in literature, those surveyed did not feel they were regarded as the heavies or bad guys by students because of positive contacts with students in graduation, sporting events, and award banquets. The assistants surveyed revealed that while they would like more involvement in the curriculum development they felt the department heads were better qualified to handle the area. In conclusion, those surveyed felt the efficiency of the assistant principalship as a training ground for the principalship was highly questionable because they spent most of their time at tasks

they would not do as principals and very little time performing tasks necessary in the principalship.

While most studies reviewed have revealed the real and ideal competencies of principals and assistant principals, Trump's study in 1987 randomly surveyed 130 of the 721 public schools in Ohio and yielding a valid sample of 18 percent of Ohio's senior high schools, identified reasons that hinder or prevent the principals from working on actual improvement of the instructional program in their high schools. The principals prioritized five reasons from a list of fourteen that principals had earlier identified. Analysis of the data collected revealed what Austin and Brown had shared in 1970 regarding assistant principals, that the principals perceived they have difficulty in working toward instructional improvement due to time spent dealing with student discipline problems. Trump's data also revealed the faculty's resistance to new ideas on instructional improvement. Thirty-nine percent of the principals listed the need for student discipline as the number one reason while 18 percent listed it second and 10.5 percent listed it third. Altogether, 89 of the 116 principals (77 percent) listed student discipline as either hindering or preventing them from time needed to work on instructional improvements. Sixty-four principals (56

percent) picked faculty resistance among their top five reasons that hindered or prevented working on instructional improvement. None of the other reasons were selected by more than 50 percent of the principals included in the sample. A cross tabulation with the factors of age, years of experience, and school enrollment using a chi-square test did not reveal any significant relationship between the three factors and the reasons picked by principals that hinder or prevent them from working on instructional improvement.

The studies reviewed reveal that the role of the assistant principal is an ambiguous one with considerable and significant discrepancy existing between what he or she should do with what is done. By implementing specific procedures initiated by the principals that allow the assistant principal latitude in job expectations, the role of the assistant principalship can be changed from sole disciplinarian and handyman to a bona fide instructional leader.

CHAPTER 3

Design of the Study

This study was conducted at Fort Dodge Senior High, a public high school of 1,460 students in grades 9-12. The study considered factors that indicate the priority work of assistant principals in the high school. Those factors they included the following: teacher evaluation, student conduct and discipline, student activities, school plant management, district cooperation, instructional development, community relations, general supervision, special program administration, self-improvement and development, scheduling, publications and reports, and curriculum development.

Instrumentation

A Likert - type instrument listed thirteen administrative priorities, of which the participants were asked to respond to what degree their secondary assistant principals were actively involved in the various duties and responsibilities and to what degree the assistant principals should be involved.

The teachers participating were asked to respond to two questionnaires, one on which they indicated what they believed the job priorities of their assistant principals to

be and one on which they indicated what they would ideally like to see as the assistant principals' job priorities (see appendixes A and B).

The assistant principals also completed similar forms on which they indicated their real job priorities and their ideal job priorities if they could spend their time as they wished (see appendixes C and D).

A demographic informational sheet was also completed by each participant to provide information for further analyses of priorities (see appendix E).

Experimental Procedure and Data Collection

In February, 1988, 50 teachers chosen at random from the certificated staff at Fort Dodge Senior High and the four assistant principals completed the forms (see appendixes A, B, C, and D) to indicate their perception of the actual and ideal administrative priorities of the assistant principals. Each respondent marked an X in the appropriate column. For example, if she or he felt that the assistant principals spent an extreme amount of time on discipline, an X was put in the fifth column of the Student Conduct and Discipline. The actual and ideal data was then collected for analysis.

The assistant principals were also interviewed to expand upon, clarify, and enrich the data collected from the questionnaires. The taped interviews included the following questions:

1. How much time do you spend doing the duty listed in the survey?
2. Did the instrument really get at what your role perceptions of the secondary assistant principal are?
3. What is the best part of your job? Which three duties do you like best?
4. What is the worst part of your job? Which three duties do you least like?
5. How much time do you think you need to really handle the job effectively?
6. Is your position a career position for you or a transitory one?

Analysis

In this repeated measures design, an analysis of differences using the t-test for the paired data was used to compare the teachers' actual priority results with the teachers' ideal priorities at the 0.05 level of significance.

The assistant principals' mean of each priority was determined to compare with the teachers' mean for each priority.

The multivariate analysis of variance (MANOVA) was used to test the significance of differences among the actual and ideal responses of the teachers.

Significance of the Proposed Research

The importance of research in this area was alluded to in the early part of the proposal. The initial reviewing of the job descriptions for the assistant principals allows for the adjusting of the human resources to realize more fully the ideal competency levels required in the position. Responses to the actual priorities can be tabulated and used as a basis for discussion among principals, assistant principals and teachers. Differences in the way teachers view the assistant principals' priorities as opposed to the way an assistant principal views his or her own sense of priority can be explored in such a discussion.

In a like manner, an overall teacher response to the ideal priorities version can also be compiled and serve as a basis for discussion. Here the focus might shift to a discussion of potential priorities for the future.

Examining responses from both forms gives an opportunity to convey to the staff any priority mandates that have been established by central office or the board of education.

Another result of the teachers' responses may be the formation of task force groups composed of teachers to work with the assistant principals in developing and implementing plans that affect specific priorities.

The results would also be of value to the school district in selecting assistant principals or developing instruments for evaluating their performances.

Although this study has methodological and geographical limitations imposed by the particular area in which the research study has been carried out, it should produce usable results with some generalizability in methods. However, similar studies need to be performed to replicate the results of this study.

Special Programs Administration	+4.10266
Curriculum Development	-6.26950

45 teachers wanted a significant role in the administration of special education. This includes attending special education meetings, having to do with

CHAPTER 4

Results

In the repeated measures design, an analysis of the differences using the t-test for the paired data was used to compare the teachers' actual priority results with the teachers' ideal priorities at the .05 level of significance. Table 1 reveals the seven priorities that at the .05 significance level require significant adjustment.

Priorities of Teachers
Table 1

Item No.	Administrative Priority	t-Values
1	Teacher Evaluation	-5.00833
2	Student Conduct and Discipline	-2.28799
6	Instructional Development	-8.46455
7	Community Relations	-2.56362
8	General Supervision	-5.62099
9	Special Programs Administration	+4.10266
13	Curriculum Development	-6.26950

The only area the 43 teachers wanted a significant decrease in emphasis was in the administration of special programs (priority #9), which includes attending special education staffings and working on issues having to do with

special education, counseling, etc. The priority requiring the greatest increase in emphasis was the instructional and teaching processes. This was followed in descending order by curriculum development, general supervision, teacher evaluation, community relations, and student conduct and discipline.

The teachers perceived the assistant principals' placing the most emphasis in descending order on student conduct and discipline ($M = 4.26$), scheduling ($M = 4.19$), publications and reports ($M = 4.07$), and special programs administration ($M = 3.98$). Ideally, those same teachers felt the greatest emphasis should remain on student conduct and discipline ($M = 4.67$), followed by scheduling ($M = 4.35$), instructional development ($M = 4.14$) and teacher evaluation ($M = 4.12$). The assistant principals agreed with the teachers on the real priority receiving the greatest emphasis, student conduct and discipline with a mean of 4.50; administration of special programs with a mean of 3.75 was second. The administrators felt they ideally would like to put the greatest emphasis on self-improvement because only when they become their best could they provide the leadership necessary for effective schools. They would then like to follow with more emphasis on instructional development and district cooperation.

The four assistant principals surveyed at Fort Dodge Senior High determined the greatest need for increased emphasis in descending order on instructional development, self-improvement, and district cooperation. They expressed a desire to spend significantly less time on student conduct and discipline, special programs administration and general supervision.

The two areas where teachers wanted significantly more emphasis but the assistant principals expressed a desire for less were the priorities of student conduct (discipline) and general supervision. Both groups did agree on the need for less emphasis on special programs administration. While only the assistant principals showed an interest in increasing the emphasis on self-improvement and district cooperation, both teachers and assistant principals agreed that the greatest increase in emphasis should be put on the instructional development. This priority, they agreed, should be followed by curriculum development, teacher evaluation and community relations in that order.

CHAPTER 5 Teachers' and assistant

conclusions and Recommendations two specific

The teachers and assistant principals at Fort Dodge Senior High are in agreement with Sweeney, Stefanich, and Smith, in that high priority must be given to instructional development if an effective school is to be the goal. The assistant principals' top ideal priorities - instructional development and self-improvement - also confirmed Austin and Brown's conclusion that those individuals desire to provide positive educational leadership. The assistant principals agreed in their taped interviews - and as confirmed in Austin and Brown's 1970 study and Trump's study in 1987 - that the actual top priority, however, is student conduct and discipline, where individual administrators spent from 30 percent to 60 percent of their total working hours. The Fort Dodge assistant principals felt this alone took many hours from the priority of instructional development.

Just as Black's study (1980) and that of Stoner and Voorhies (1981) identified the similarities and differences in the assistant principals' roles as perceived by individuals, this study concluded that the teachers and assistant principals agreed on a need to significantly decrease the emphasis on special program administration and increase the emphasis in descending order placed on instructional development, curriculum development, teacher evaluation and community relations. There was a marked

difference, however, regarding the teachers' and assistant principals' perceptions of needed emphasis in two specific areas. While teachers perceived a need for increased emphasis on student conduct and general supervision, the assistant principals expressed a desire to decrease the time spent on discipline and the supervision of halls and lunchrooms during school hours.

As with Van Meter's (1986) study of actual and ideal priorities of the principal, the results of each area of this study could be used as a basis for discussion singularly or in conjunction with each other to develop and implement plans that affect effective schools. This would allow a means to establish priorities within Fort Dodge Senior High and place the increased emphasis where both teachers and administrators agree, on instructional and curriculum development as well as teacher evaluation and community relations.

The findings of this study, as with Norton and Kriekard's study (1980), reveal the importance of reviewing job descriptions for the assistant principals to adjust the utilization of their talents to enable a fuller realization of the ideal competency levels required. Obviously, a need for time management and the re-evaluation, further development of, and sharing of the job description would benefit all concerning the functions and priorities of the secondary assistant principal. One can see the need for

inservice and formal training if the assistant principal is to be a productive contributor in the development of effective schools. To be a positive influence in the development of instruction and curriculum in teacher evaluation - areas both groups perceived as needing the greatest emphasis - the assistant principals must be current in appropriate and effective techniques. The assistant principals expressed in their interviews the same comment revealed in Kelley's Medicine Hat Research (1987). While to they would like more involvement in the curriculum development, they felt more talent was with the curriculum coordinators. Their own improvements can be achieved only through their pursuance of professional improvement, the area requiring the second greatest increase in emphasis according to the assistant principals' surveys. They also agreed with the research that even though they shared a distaste for the responsibility of discipline, they enjoyed the positive contacts made with students in extra-curricular activities and the opportunity to help shape attitudes and increase the growth of individuals academically, emotionally, and socially.

While Trump's research shared faculty resistance hindering or preventing assistant principals' involvement in instructional improvement, this research revealed the Fort Dodge secondary teachers' desire to have the greatest emphasis put on that very priority. The principal's role becomes very important as he or she determines the

expectations for the assistant principals. Carefully considering the faculty's desires, the district's mandates, the needs and priorities of the school, and the talents of the assistant principals, the principal can adjust the job descriptions and then develop and implement plans that will affect the specific priorities. It also allows the principal to convey to the teachers priority mandates of central office and the board of education. Close attention will aid in determining qualities of assistant principals to be hired and evaluated. The goal - and expectation - is, of course, to use our human resources in the best ways possible that will result in effective schools for our students.

Arizona State University, School of Educational Administration

Assistant Principals as

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Appendix A: Perceived Priorities of the Assistant Principals (Alpha - Priorities Version)

Highlighted below are 13 task areas over which assistant principals are commonly asked to assume responsibility. In order to better understand how you as a teacher at this school view these areas, we would like to know what you believe the job priorities of assistant principals actually are. We would appreciate your input.

Please complete this form. Please sign your name, and thus your responses will be confidential, anonymous.

The job priorities of your assistant principals are influenced by a number of things:

1. The current needs within the school; 2. The central office pressures; and any number of other factors. Nonetheless, your assistant

principals are on the basis of general and overall priorities of each teacher - including yourself - and the degree of what you believe these priorities

are. If you have completed this form, you will be able to complete. However, next

time you believe the

of the

Administrative Priorities of the Assistant Principals
(Actual Priorities Version)

Identified below are 13 task areas over which assistant principals are commonly asked to assume responsibility. In an effort to better understand how you as a teacher at this school feel regarding what you believe the job priorities of your assistant principals actually are, we would appreciate your taking a few moments to complete this form. Please note that you are not asked to sign your name, and thus your response will remain individually anonymous.

What the job priorities of your assistant principals actually are is obviously influenced by a number of things: his or her personal preferences, current needs within the school, public and central office pressures, and any number of other influencing factors. Nonetheless, your assistant principals do operate on the basis of general and overall sense of priorities and each teacher - including yourself - does have some sense of what you believe these priorities are.

As soon as you have completed this form, you will be given a similar set of materials to complete. However, next time you will be asked to indicate what you believe the priorities of your assistant principals should be. By comparing teacher responses to these two forms it will be possible to see how teachers perceive the current situation as contrasted with what teachers in the school would view as

an ideal situation. It may be that teachers perceive the actual versus ideal priorities in a very similar - or a very different - way. That is exactly what we are attempting to discover.

How to respond: Place an X in the appropriate column to indicate the degree of emphasis you feel your assistant principals put on the priority.

The way things <u>actually</u> are	<u>Degree of Emphasis</u>				
	<u>Low</u>				<u>High</u>
ACTUAL ADMINISTRATIVE PRIORITIES	1	2	3	4	5
1. Teacher Evaluation: observation of teachers for improvement of instruction	—	—	—	—	—
2. Student Conduct and Discipline: follow up of all classroom management and attendance-related discipline referrals	—	—	—	—	—
3. Student Activities: coordination and supervision of extra-curricular activities, both academic and athletic	—	—	—	—	—
4. School Plant Management: supervision of custodial staff; seeing that building maintenance is accomplished, including room/building inventories	—	—	—	—	—
5. District Cooperation: attendance and representation of school at district-wide, regional, and state meetings and committees	—	—	—	—	—

Degree of Emphasis

Low

High

1 2 3 4 5

6. Instructional Development:
working with teachers on
improving the instructional
and teaching process _____
7. Community Relations:
works with parents and
community groups _____
8. General Supervision:
of halls and lunch room
during school hours _____
9. Special Programs Administra-
tion: attending special
education staffings; working
on issues having to do with
special education, counseling,
etc. _____
10. Self-Improvement and
Development: pursuing
activities relating to
personal and professional
improvement _____
11. Scheduling: coordinates all
scheduling of classes through
development of master schedule _____
12. Publications/Reports:
development and organization of
student handbook, teachers'
handbook, newsletters, special
orientations _____
13. Curriculum Development:
working with teachers to plan,
monitor, and evaluate the
school's curricular program _____

Administrative Priorities of the Assistant Principals
(Ideal Priorities Version)

You have already responded to a companion copy of this form on which you indicated what you believe the job priorities of your assistant principals actually are. Now we would like for you to complete this second form, and this time we are asking you to indicate what you would ideally like to see as your assistant principals' job priorities.

Obviously we all understand there are some realities of the job that go with being an assistant principal. However, what we are seeking here is an indication of your sense of what you believe in the best of circumstances your assistant principals' job should be; where you believe ideally your assistant principal should be spending the most time and energy.

When this form is completed and your response is compiled along with those of other teachers, there will then be an opportunity to examine the differences between how teachers at this school perceive the assistant principals' actual priorities versus a set of teacher-determined ideal priorities. This in turn can provide some useful information - for teachers and for your assistant principals - regarding how your assistant principals might want to set job priorities in the future. There may, of course, be good reasons why some priorities cannot be easily changed, but at least now there will be a common frame of reference for discussing the matter.

How to respond: as with the previous form, place an X in the appropriate area.

The way I'd ideally
like it to be

Degree of Emphasis

IDEAL ADMINISTRATIVE PRIORITIES	<u>Degree of Emphasis</u>				
	<u>Low</u>				<u>High</u>
	1	2	3	4	5
1. Teacher Evaluation: observation of teachers for improvement of instruction	—	—	—	—	—
2. Student Conduct and Discipline: follow-up of all classroom management and attendance related discipline referrals	—	—	—	—	—
3. Student Activities: coordination and supervision of extra-curricular activities, both academic and athletic	—	—	—	—	—
4. School Plant Management: supervision of custodial staff; seeing that building maintenance is accomplished, including room/building inventories	—	—	—	—	—
5. District Cooperation: attendance and representation of school at district-wide, regional, and state meetings and committees	—	—	—	—	—
6. Instructional Development: working with teachers on improving the instructional and teaching process	—	—	—	—	—

Degree of Emphasis

Low High
1 2 3 4 5

7. Community Relations: works with parents and community groups — — — — —
8. General Supervision: of halls and lunch rooms during school hours — — — — —
9. Special Programs Administration: attending special education staffings; working on issues having to do with special education, counseling, etc. — — — — —
10. Self-Improvement and Development: pursuing activities relating to personal and professional improvement — — — — —
11. Scheduling: coordinate all scheduling of classes through development of master schedule — — — — —
12. Publications/Reports: development and organization of student handbook, teachers' handbook, newsletters, special orientation — — — — —
13. Curriculum Development: working with teachers to plan, monitor, and evaluate the school's curricular program — — — — —

Appendix C

Administrative Priorities of the Assistant Principals
(Actual Priorities Version)

Identified below are 13 task areas over which assistant principals are commonly asked to assume responsibility. In an effort to better understand how you as an assistant principal at this school feel regarding what you believe your job priorities are, we would appreciate your taking a few moments to complete this form. Please note that you are not asked to sign your name, and thus your response will remain individually anonymous.

What the job priorities of the assistant principals actually are is obviously influenced by a number of things: your personal preferences, current needs within the school, public and central office pressures, and any number of other influencing factors. Nonetheless, you each operate on the basis of general and overall sense of priorities.

As soon as you have completed this form, you will be given a similar set of materials to complete. However, next time you will be asked to indicate what you believe your priorities should be. By comparing the responses to these two forms it will be possible to see how assistant principals perceive the current situation as contrasted with what you would view as an ideal situation. It may be

that you perceive the actual versus ideal priorities in a very similar - or a very different - way. That is exactly what we are attempting to discover.

How to respond: Place an X in the appropriate column to indicate the degree of emphasis you feel you put on the priority.

The way things actually are

Degree of Emphasis

Low

High

ACTUAL ADMINISTRATIVE PRIORITIES

1 2 3 4 5

1. Teacher Evaluation: observation of teachers for improvement of instruction

— — — — —

2. Student Conduct and Discipline: follow up of all classroom management and attendance-related discipline referrals

— — — — —

3. Student Activities: coordination and supervision of extra-curricular activities, both academic and athletic

— — — — —

4. School Plant Management: supervision of custodial staff; seeing that building maintenance is accomplished, including room/building inventories

— — — — —

5. District Cooperation: attendance and representation of school at district-wide, regional, and state meetings and committees

— — — — —

Degree of Emphasis

Low High

1 2 3 4 5

6. Instructional Development:
working with teachers on
improving the instructional
and teaching process

7. Community Relations:
works with parents and
community groups

8. General Supervision:
of halls and lunch room
during school hours

9. Special Programs Administra-
tion: attending special
education staffings; working
on issues having to do with
special education, counseling,
etc.

10. Self-Improvement and
Development: pursuing
activities relating to
personal and professional
improvement

11. Scheduling: coordinates all
scheduling of classes through
development of master schedule

12. Publications/Reports:
development and organization of
student handbook, teachers'
handbook, newsletters, special
orientations

13. Curriculum Development:
working with teachers to plan,
monitor, and evaluate the
school's curricular program

Administrative Priorities of the Assistant Principals
(Ideal Priorities Version)

You have already responded to a companion copy of this form on which you indicated what you believe your job priorities actually are. Now we would like for you to complete this second form, and this time we are asking you to indicate what you would ideally like to see as your job priorities.

Obviously we all understand there are some realities of the job that go with being an assistant principal. However, what we are seeking here is an indication of your sense of what you believe in the best of circumstances your job should be; where you believe ideally you should be spending the most time and energy.

When this form is completed and your response is compiled along with those of others, there will then be an opportunity to examine the differences between how assistant principals at this school perceive the assistant principals' actual priorities versus a set of ideal priorities. This in turn can provide some useful information - for teachers and for assistant principals - regarding how you might want to set job priorities in the future. There may, of course, be good reasons why some priorities cannot be easily changed, but at least now there will be a common frame of reference for discussing the matter.

How to respond: as with the previous form, place an X in the appropriate area.

The way I'd ideally
like it to be

Degree of Emphasis

	<u>Degree of Emphasis</u>				
	<u>Low</u>				<u>High</u>
IDEAL ADMINISTRATIVE PRIORITIES	1	2	3	4	5
1. Teacher Evaluation: observation of teachers for improvement of instruction	—	—	—	—	—
2. Student Conduct and Discipline: follow-up of all classroom management and attendance related discipline referrals	—	—	—	—	—
3. Student Activities: coordination and supervision of extra-curricular activities, both academic and athletic	—	—	—	—	—
4. School Plant Management: supervision of custodial staff; seeing that building maintenance is accomplished, including room/building inventories	—	—	—	—	—
5. District Cooperation: attendance and representation of school at district-wide, regional, and state meetings and committees	—	—	—	—	—
6. Instructional Development: working with teachers on improving the instructional and teaching process	—	—	—	—	—

	Degree of Emphasis				
	Low			High	
	1	2	3	4	5
7. Community Relations: works with parents and community groups	—	—	—	—	—
8. General Supervision: of halls and lunch rooms during school hours	—	—	—	—	—
9. Special Programs Administration: attending special education staffings; working on issues having to do with special education, counseling, etc.	—	—	—	—	—
10. Self-Improvement and Development: pursuing activities relating to personal and professional improvement	—	—	—	—	—
11. Scheduling: coordinate all scheduling of classes through development of master schedule	—	—	—	—	—
12. Publications/Reports: development and organization of student handbook, teachers' handbook, newsletters, special orientation	—	—	—	—	—
13. Curriculum Development: working with teachers to plan, monitor, and evaluate the school's curricular program	—	—	—	—	—